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ABSTRACT

Lake City Community College in Lake City, Florida, offers an array of services for single parents and displaced homemakers residing in a five-county rural area. The project emphasizes rural upward mobility through a team effort by staff of Florida's departments of continuing education and vocational training. The project staff includes four vocational counselors, one disadvantaged and minority counselor, one job service outreach counselor, two motivation and retention counselors, a fully staffed individualized labor force training service lab, and a group of academic and vocational advisors and instructors. In the 1986-87 project year, 158 persons received assessment, counseling, and vocational placement services. The project combines vocational skills training, self-esteem building, and career development with the ultimate goal of helping participants find gainful employment in high-wage, high-placement fields. (Appendixes include samples of various project report and evaluation forms.) (MN)

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ED285043

Final Report

Project No. DVE 122-15170-7-2D05

FROM July 1, 1986 to June 30, 1987

A FOCUS ON RURAL UPWARD MOBILITY FOR SINGLE PARENTS AND/OR HOMEMAKERS

Lake City Community College
116 North Marion Street
Downtown Center
Lake City, Florida 32055

Project Director - Ginger Robertson

The project reported herein was conducted pursuant to a grant from the Division of Vocational Adult and Community Education, Florida Department of Education. Contractors undertaking such projects are encouraged to express freely their professional judgements in the conduct of the project. Points of view or opinions stated do not, therefore, necessarily represent the official position of policy of the Florida Department of Education.

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ABSTRACT

Lake City Community College offers a myriad of opportunities for meeting the needs of the five-county district' single parents and/or homemakers who wished to pursue Vocational Training. The main objective was to assist in upward mobility and the gainful employment in a high-wage, high-placement field, thereby combatting the level of poverty in this target group.

This project focused on the rural upward mobility of such persons by providing an umbrella team approach that utilized the coordination and linkage of the Department of Continuing Education and the Department of Vocational Training. Assessment, counseling and vocational placement was based on the individual interests and needs of the the students themselves. This program was assisted by agencies that have like aims and provide support services.

This project year there were 158 persons placed in a variety of training activities. Along with concise vocational skills the project focused on assertiveness training, self-esteem building and career development.

INTRODUCTION

At the beginning of the 1987-87 project year it was found that there was an imperative need to vocationally train Single Parents and/or Homemakers in the rural North Florida region of Baker, Columbia, Dixie, Gilchrist and Union counties. This five-county area is comprised of basically farm-oriented communities, with subsidiary and diverse industries such as eleven prisons, five mobile home manufacturing plants, a large phosphate mining corporation and the multi-service support agencies that exist in all areas and spheres of America; realtors, mercantile businesses, medical support, local and state Law Enforcement agencies and public service. These communities rely on no metropolitan centers for cultural enrichment. Therefore, the mores' and traditions are unsophistocated and revolve around family-oriented activities. However, due to the low economic level and the concept of the work ethic, women are used to hard menial labor and accepted as a part of the male-dominated workforce.

Lake City Community College offers an outstanding opportunity to train persons in diverse vocational programs. Among others vocational training is offered in the fields of business administration, computer science and programming, criminal justice and corrections, electronic technology, forest engineering technology and allied health.

The college enjoys a stable enrollment of approximately 2,400 students. Although Lake City Community College is one of two community colleges in the state to provide resident facilities for students, it is not uncommon for students to commute up to fifty miles one way to attend classes. The district encompasses 2,682 square miles; an area twice the size of Rhode Island.

Since high-wage jobs are scarce, it was important to guide the participants into either non-tradtional or high-wage areas. Of extreme importance was the linkage of job placement to be created with state agencies of akin objectives. The training is closely related to community industrial needs and job availability. It was the philosophy of this program to train persons in concise vocational skills with quality standards which would lead to viable local employment.

Lake City Community College was targeted to place sixty-one (61) single parents and/or homemakers in vocational skills training. Our objective was to assist eligible students with a range of linkage and support services;

admission and registration aid, Pell Grant feasibility, retention and motivation counseling and child care and transportation help. Lake City Community College exceeded this target figure by over 100%. At the end of the current 1986-87 project year, 158 persons received varying degrees of financial and support assistance from the single parent-homemaker project.

PLACEMENTS

Baker County	15
Columbia County	91
Dixie County	3
Gilchrist County	16
Union County	31
Swannee County	2
TOTAL	158

TABLE A

ENROLLMENT DATA

CORRECTIONAL TRAINING ACADEMY/CRIMINAL JUSTICE

Placements	27	Correctional Training
Non-Completers	2	Short-term course
Currently in-training	8	320 hours - Eight modules
Job Placement	17	

BUSINESS EDUCATION

Placements	35	Computer Science and
Completers	3	Programming, Data-Pro-
Non-Completers	1	cess, Business Admin-
Job Placements	3	istration and specific
Currently in-training	27	high-wage clerical skills.

MEDICAL TECHNOLOGY

Placements	3	Medical assistant train-
Currently in-training	3	ing and Emergency Medical Technology

ELECTRONIC TECHNOLOGY

Placements	2	Computer and electronic
Currently in-training	2	equipment repair.

AUTO-MECHANICS

Placements	1
Currently in-training	1

HIGH INTENSITY CLERICAL SKILLS TRAINING

Placements	49	420 hour course with
Completers	36	employability skills
Non-Completers	9	
Currently in-training	4	
Job Placements	26	

NURSING

Placements	26	A two-year RN program
Non-Completers	1	with a 99% pass rate
Completers	5	on State Board Exams.
Job Placements	5	
Currently in-training	17	

TABLE A (con.)

COSMETOLOGY

Placements	9	A 1200 hour certification course.
Non-Completers	1	
Job Placements	2	
Currently in-training	6	

DIRECT JOB PLACEMENT

There were six persons placed directly on jobs. These were displaced homemakers and were assessed with adequate vocational skills training and required no other assistance with the exception of self-esteem building and job placement. The coordinator directly linked these persons with available local positions.

AVERAGE WAGE OF COMPLETERS

$6.05 per hour

METHODS

The project design focused on procedures developed by the Single Parent/Homemaker Coordinator funded under Carl Perkins monies.

RECRUITMENT

Students were referred and recruited in a myriad of ways:

1. Lake City Community College boasts an on-campus television station that broadcasts over a 2,000 mile radius. Information was disseminated throughout the project year on vocational training for the target group with project personnel telephone numbers. Films developed by the awareness consortium for this state and national films with a focus on non-tradtional training were shown before semester recruitment weeks and during National Vocational Week.

2. Students were referred to this program by college support staff in the financial aid and admissions departments. As the year progressed, vocational instructors and support staff referred their advisees to this project for possible assistance.

3. The FOCUS newsletter (a college publication) was sent to all residents of the five-county area on a monthly basis. Information about the program was included in several of the monthly issues.

4. Local newspapers were instrumental in publishing information and success stories of completers.

5. The five-county vocational directors and their staffs referred prospective students to assistance from this program.

6. Job Services of Florida and the Department of Health and Rehabilitative Services referred clients.

7. A range of community recruitment was valuable in referring those in need of assistance to this program. This included clubs and organizations, local pastors and government officials, and word-of-mouth referrals by students who had either completed training or were currently being assisted.

INTAKE

Intake evaluations were accomplished by the Project Coordinator, her support staff, and the Coordinator/Assessor of the Job Training Partnership Act, with assistance from the five-county vocational personnel staffs. Financial eligibility was ascertained.

The following objectives of the intake interview was developed by the coordinator and disseminated to all personnel involved in this process:

1. Objectives - to provide an environment for exchange of information on a one-to-one basis with the client/student providing desires and needs, the interviewer offering options and opportunities for exploration and growth.

2. Procedures - A non-threatening environment and rapport was established. Intake forms were completed. Information was amplified orally so both parties understood what was expected of the student and was the student could expect from the program.

3. Assessment - The interviewer assisted the student in identifying personality characteristics, occupational interests, values and life style preferences and occupational aptitudes. A battery of tests were scheduled.

4. Options - career/vocational guidance was referred to trained counselors dealing with this activity. Personal counseling was referred to guidance personnel or other agencies.

The project coordinator in-serviced staff on positive characteristics of intake supervision. Staff was encouraged to be able to communicate "unconditional positive regard" for the client, to communicate effectively and throroughly, to act professional when addressing the special needs of the target group, to stay abreast of available community resources and to communicate with other agencies and establish cross referrals which were effective and efficient.

ASSESSMENT

Interest, academic skills, type preference for Job Training Programs were used for JTPA eligible students, as well as those persons being placed in short-term training programs. The ACT was used by guidance personnel to aid placement of those participants seeking longer vocational degree programs.

FUNDING

Since three-fourths of the Carl Perkins dollars under the 2A6 category was used to support personnel coordination of these activites, students were linked with available training monies such as Adult Training and Retraining and Job Training Partnership Act dollars. Students in long-term vocational skills training were linked with Pell Grants to help meet expenses. Students in credit courses were able to apply for loans. The five-county vocational dollars entitled under the Carl Perkins Act assisted some residents from those counties with tuition, books and support services. Available monies amended beyond entitlement were utilized by the Project Coordinator in supplying tuition and support services funding.

GUIDANCE AND COUNSELING ACTIVITES

Guidance and counseling activites were supplied by college personnel and assisted by community volunteers who provided expertise in many areas.

Currently on staff are:

1. Four vocational counselors
2. One disadvantaged and minority counselor
3. One Job Service Outreach Counselor
4. Two motivation and retention Counselors
5. A fully staffed Individualized Manpower Training Service lab
6. Many academic and vocational advisors/instructors

This college supported staff provided a myriad of activites such as role-playing, interviewing techniques, support organizations and group counseling.

Various volunteers from other agencies and the community assisted in the personal development of the students by providing support group activities used to raise self-esteem, build confidence and provide direction for those in a transition stage of life.

All guidance and counseling activites were coordinated and linked by the Project Coordinator, throughout the year. A "Job-Seekers" Club was established and meet on a monthly basis for those persons completing training. Industrial personnel staff were invited to these meetings to provide information about current job availabilities.

Job placement activites were assisted by the Career Center personnel at the college as well as Job Services of Florida. The Project Coordinator, assisted by the Sex Equity Recruiter linked many completers with jobs after training.

FOLLOW-UP

The Coordinator frequently assesed and reassessed the special needs of students and determined the effectiveness of the prescribed vocational training programs.

An open-door policy allowed students to contact project personnel on an as-needed basis. At the end of the project year letters were sent to completers with evaluation forms to be filled out and returned.

A student was considered successful if prescribed courses of action was fulfilled, and/or if specific immediate goals in a desired course of action was achieved.

COORDINATION

The Advisory Committee for this project was important to completing successful objectives and goals. The following persons served on the advisory committee:

1. The Honorable Randy Mackey
   Florida House of Representatives
   District 12

2. The Honorable Judge David Reiman
   Union County

3. Meri-lin MacGibbon
   Vocational Program Specialist
   Northeast Florida Educational Consortium

4. Don Wood
   Job Services of Florida District Manager

5. The Honorable Mike Collins
   Lake City Councilman

6. The Honorable Regina Parrish
   Union County School Board Chair

7. Mary Finley
   Occupational Specialist - Baker County

8. Kathryn McInnis
   Occupational Specialist - Dixie County

9. Lily Johnson
   Columbia County Public Defender

10. Mark Toigo
Coordinator/Assessor Job-Training-Partnership-Act

The functions of this committee included, but was not limited to:

A. Identification of major objectives and purposes of program

B. Development of public relations and program marketing plans

C. Planning of curriculum and implementations

D. Planning and evaluation of project strategies that overcome constraints of implementing program objectives

E. Assessment and guidance of project personnel

F. Providing legislative support

G. Providing legal support

Other coordination included:

1. The University of South Florida Leadership Development Team for Displaced Homemakers

2. The University of North Florida Leadership Development Team for Sex Equity

3. The State Displaced Homemaker Network

4. The Division of Vocational Education - Region II

5. Three Rivers Legal Service

6. Job Services of Florida

7. The Private Industry Council

8. The North Florida Regional Planning Council

9. The Swannee Valley Child Care Coordinating Council

10. The Business and Professional Women's Association

11. Altrusa

12. The American Association of University Women

13. The Lion's Club

14. The Department of Health and Rehabilitative Services

15. The Northeast Florida Educational Consortium

16. The Florida State Small Business Development Center

17. The Lake City Community College Foundation

18. Vocational Rehabilitation

19. Alcoholics Anonymous

20. The five-county district vocational teams.

Several community colleges of the same size and demographics provided assistance in reaching project goals. Much to the benefit of this program - Chipola Junior College and Okaloosa-Walton Community College provided hands-on guidance for project personnel.

Other larger community colleges who had previously developed model projects of this nature assisted in the development of project aims. These colleges included Santa-Fe Community College and Brevard Community College.

Lake City Community College has shown a committment to the successful completion of this particular program and support the federal dollars with the following institutionalization procedures:

1. A Downtown Center facility location

2. Postage, telephone and consumable supplies

3. Eight Radio Shack Computers
   One IBM Computer

4. Public relations

5. College clerical staff to assist the Coordinator

6. The Small Business Development Center Seminars and Workshops for completers seeking to develope a home-based or small business.

7. Testing and assessment equipment and facilities

RESULTS AND FINDINGS

The following activities and steps were used to develop and ensure accountability for all objectives of the project:

OBJECTIVE 1 - To supervise recruitment of eligible participants.

1. A recruiting strategy was developed encompassing all five counties
2. Visits were made to each county by the Project Coordinator and staff
3. Social service agencies, media representatives and community leaders were informed of goals

OBJECTIVE 2 - To identify, determine elibibility and provide Intake Couseling to 61 participants.

1. 158 participants were served by the program.
2. Identification and eligibility procedures were determined
3. Intake objectives were proposed and implemented
4. Options were offered to students according to these guidelines

OBJECTIVE 3 - To provide tuition and fees for a a designated amount of students per county for vocational skills training.

1. Alternate funding sources were identified
2. Letters of intent were developed from counties utilizing 2A6 dollars
3. Plans were developed and implemented for students receiving textbooks and non-consumable items at the college bookstore.
4. A method of payment on receipt of invoice for tuition and fees were developed

OBJECTIVE 4 - To provide day care linkage and reimbursement based on individual needs

1. Funds were encumbered for three students requiring day care while on flexible hour class schedules.

2. Subsidized child care centers were linked with for participating students in need

3. A standard child care form was developed and procedures for payment devised

4. Licensed day care centers were determined in three of the five counties

OBJECTIVE 5 - To provide reimbursement for transportation monies on an as needed basis

1. Transportation monies were available for Baker County and Union County students.

2. Students were counseled as to available bus schedules from Gilchrist and Dixie counties.

OBJECTIVE 6 - To provide referrals to agencies offering job development and placement

1. A referral form was developed

2. Linkage with Job Services of Florida was developed and utilized

3. Area businesses were canvassed and direct job placement directed and follow-up information gathered

OBJECTIVE 7 - To implement continuation of the project when special funding is over

1. A permanent location for the center of project activities was chosen

2. Clerical staff was provided

3. Existing vocational programs, services and activities were assessed to promote institutionalization

Seventy students were funded by the Job Training Partnership Act Coordinator in the Single Parent - Homemaker Category. Funding included vocational skills in short-term categories such as High Intensity Clerical Skills and Correctional Training Academies, as well as Electronics and Auto Mechanics.

Thirty-four persons in long-term training received Pell Grant money to aid in their living expenses. Forty-three persons received alternate funding through county and college vocational monies and Vocational Rehabilitation. Six persons were linked directly with jobs. Out of the 158 persons served, 95% were counseled by staff members working on this project, the other 5% were counseled by county vocational administrators.

Since all but $7,200.00 was used for personnel costs, fringe beneifits and travel support to a Coordinator who spent 100% of her time on assuring project objectives, the breakdown in Table B only reflects the twenty-eight persons assisted directed in a monetary way by project monies. The remainder of the fiscal reports on expenditures were filed by the county school boards involved in placement. The persons assisted in the Single Parent-Homemaker categories by JTPA are available through JTPA final reports.

Out of the original $27,931.00 funded at the beginning of the project year, $23,300 was expendited on salary and travel; $4,631.00 provided a fringe benefit package which included health insurance, retirement and social security.

The remaining $7,200 funded late in the project year is reflected in Table B.

TABLE B - Expenditures

SOCIAL SECURITY #	PLACEMENT	TUITION	BOOKS	TRAVEL
236-04-1435	Business	$136.50	$ 46.68	
411-15-9602	Corrections	209.80		$124.00
261-35-2608	Corrections	209.80		124.00
381-54-8076	Nursing	156.00 195.00		
261-47-4119	Cosmetology	78.80 35.40 253.50	20.95	
263-83-8658	Nursing	58.50 58.50		
263-63-1896	Nursing	156.00 192.50	73.00	
266-63-1743	Nursing	70.80 35.40		
585-05-0731	Nursing	78.00 195.00	136.50	
232-94-3833	Nursing	78.00 97.50		
263-39-4113	Cosmetology	70.80 95.00 70.00		
265-53-0357	Cosmetology	70.80 35.40		
263-72-0407	Nursing	214.50	207.25	
343-48-5879	Nursing	166.00	207.25	
263-15-1766	Business	292.50	17.49	
265-49-6426	Nursing	192.50 78.00	61.80	
265-59-7513	Nursing	78.00		
261-11-5826	Cosmetology	218.00		
262-63-7823	Nursing	214.50	124.40	

TABLE B - (con.)

SOCIAL SECURITY #	PLACEMENT	TUITION	BOOKS	TRAVEL
264-39-7380	Business	$ 58.00		
230-17-8646	Business	292.50	$110.95	
367-70-0838	Corrections	209.80		
264-94-9997	Nursing	273.00		
593-09-1397	Corrections	209.80		
261-57-3340	Corrections	209.80		
266-79-0001	Corrections	209.80		
266-64-3036	Pre-Business	10.60		
265-51-4149	Nursing	195.00 78.00	19.95	

CONCLUSIONS AND RECOMMENDATIONS

The highest wage occupations for non-professionals are those in the non-traditional fields of employment. The occupational opportunities within the district are limited and a large population of citizens are employed by the Department of Corrections as Correctional Officers. The highest wage potential for short-term training is the college's Correctional Training Academy. In the field of corrections, we find a high placement rate for women as COI's. The entry level wage is $496.00 bi-weekly and elevates to $596.00 upon completion of the 320 hour course offered by this college. The benefits are excellent. Completers of this program are placed in the eleven correctional institutions located in the five counties that comprise the Lake City Community College Service Delivery District. Correctional training by this college is offered in three locations - on campus, and a Raiford and Cross City facility near the prisons themselves. The 320 hour module includes psychology, self-defense, fire-arms, law and first aid. Current demographic numbers reflect that 324 women received correctional training during the period of January 1985 through June 1986. These figures are approximately the same for the 1986-87 project year.

In regard to retaining employment in the male-oriented world of corrections, there are obstructions that often prohibit job success. By the nature of the work itself, a negative attitude is prevalent. The frustration level for women entering correctional occupations is high due to the entirely male inmate populations. These frustrations can best be combated by obtaining competent skills and confidence in dealing with both male inmates and the predominately male supervisors. It has and will continue to be the aim of this project to 'break through' the barriers of sex bias and stereotyping and assist in upgrading competency-based performance level skills. It is recommended that a Sex Equity Counselor be hired under next years 2A7 category to assist single parents and homemakers pursuing this training.

Nursing is the highest-wage profession that is offered in a two-year program at Lake City Community College. The local entry-level wage is in excess of $20,000 per year. Lake City Community College is proud to announce a 99% pass rating on the Allied Health State Board Exams. This vocational degree course allows enrollment of those Single Parent and Homemakers in the highest academic range.

A unique program offered to primarily single parents and/or homemakers is the High Intensity Clerical Skills Course. Employment placement is high and completers of this program obtain positions that on an average are 73¢ per hour higher than the average male entering local industry. This pilot program entered its second year

on March 2, 1987. Five groups of women and one man finished the course, two of these were trained simultaneously during the overlapping time period from August 4, 1986 to October 2, 1986. This meant three classes had 14 weeks of instruction (420 hours) while one class had 8 weeks (240 hours).

The program content evolved from the needs of students and the community. Feedback from employers and variation in student skills resulted in program modifications. However, certain core units or modules are constant and provide the best preparation for job entry. These include: basic English (speaking, letter writing, and resume preperation), basic and applied mathematics (computational skills, business-type recordkeeping, and use of calculators), filing, typing (sufficient to pass the 35 cwpm State requirement), keyboarding, word processing, and job placement techniques (attitude, dress code, interview training, and confidence building).

People in the community gladly volunteered their services to reinforce the program. Special sessions were concerned with business dress, code, color analysis, skin care, interviewing techniques, networking, goal setting, and assertiveness training.

Substantial time was spent on job placement, since this was and is the ultimate objective of this class. A good working relationship was developed with Job Services, prospective employers, and Health and Rehabilitative Services. Counselors came to the Downtown Center to discuss how JTPA works and how to file with Job Service and for State and VA positions.

However, in this and all programs related to Single Parents/Homemakers, networking seems to have brought the best results. Newspaper publicity, especially the several Lake City Reporter articles, alerted the community of a new pool of potential employees. Calls were received from employers hearing about other employers' experiences in hiring completers of this program. They reported open positions that had not yet been advertised. Friends of friends and relatives were also helpful in job placement. Obtaining sponsorship of Altrusa led to job placement in companies where Altrusa members worked.

The Project Coordinator assisted by the JTPA coordinator and instructional staff devised the goals of the training. The Project Coordinator provided assertiveness training to the groups of students pursuing this vocational training. However, 90% of the funding for this venture was linked with and supplied by JTPA monies.

In all areas of training that Single Parents and/or Homemakers have pursued during this project year at Lake City Community College the following conclusions have been arrived by the Project Coordinator:

* At first with almost every student it became evident that course content was subordinate to the physical emotional needs of the target group. Most of the participants were either never married with children or were divorced and were dependent on government agencies (AFDC, Food Stamps and HUD). Financial and other type services had to be found to meet their immediate needs, such as, eye glasses (needed by one-fifth of the women); cosmetic but essential dental work done for a woman to be employable ($800 at a discounted dental charge); psychiatric help for women coping with depression, dyslexia, and the trauma of divorce. Even the concept of a Crisis Center was explored due to child and spouse abuse. Several somen were helped with payments for electricity and rent. Since Carl Perkins dollars were only utilized for vocational support the Coordinator found much help from clubs and organizations and private citizens in helping supply the above immediate needs. As soon as these were taken care of the student could concentrate on vocational training.

* The hardest task, however, was motivation. All students wanted to improve themselves -- to get off welfare and become role models for their children. Self-confidence had to be restored in a caring, non-judgemental atmosphere. This Program appears to have successfully accomplished this end, but it should be noted that whatever success it has had, it is due to tremendous cooperation from those involved.

* The most frustrating obstacle seemed to be the slow movement of funding on the State level.

* Another negative factor involved in the program centered around the dependency many participants had on government subsidy monies. This group was hard to maintain in vocational skills training that were not short-term. It is recommended that AFDC recepients be 'typed' and assessed before placement to give a clear indication of whether the prospective student can cope with the 'weaning' of government dependency. Due to the new legilative WORKFARE bill it is our hope to pioneer a positive assessment coordination between this educational institution and the HRS.

All in all, the project was successfully completed due to personal committment by staff members and successful

linkage of alternative funding sources and like agencies with akin objectives.

Leadership Development from the State level enhanced the viability of the project aims.

DISPLACED HOMEMAKER/SINGLE PARENT ELIGIBILITY-VOCATIONAL EDUCATION

*Name_____ Social Security #_____

*Address_____*Zip Code_____

Phone (s): Day_____Evening_____

*Date of Birth_____*Sex_____*Race_____

*Marital Status: (check one)

_____NM - Never Married _____D - Divorced

_____PS - Pending Separation _____W - Widowed

_____ S - Separated _____DS- Disabled Spouse

*Number of Dependents_____*Ages_____

*Source of Income: (check one)

_____Alimony/Child Support _____Soc.Sec./Pension

_____Public Assistance _____Other_____
(Identity)

*Types of previous paid work experience: _____

_____

*Any volunteer experience:_____

_____

DECLARATION OF ELIGIBILITY

I have worked at home and have been dependent on family members for support. I am unemployed or underemployed, and am unaware of the means necessary for me to achieve financial independence.

Name_____Date_____
Signature

For Office Use Only:

Test Results: interest_____values_____skills_____

Job Dev. Spec. Recommendations/Referrals: Initial Int._____
date

Follow up (document)_____

_____

_____

Final Dissolution: Job Placement_____ Training Placement _____
date date

LAKE CITY COMMUNITY COLLEGE
SINGLE PARENT/DISPLACED HOMEMAKER PROJECT
CHILD CARE VERIFICATION

For the month of _____

Student _____ Names of children _____

Address _____ _____

_____ _____

Check one:

____ Day Care Center _____ _____
(Name of center) (License number)

____ Individual providing in-home care _____
(Name of individual)

Dates of child care:

Monday		Tuesday		Wednesday		Thursday		Friday	
Number of Hours	Month/Day	Number of Hours	Month/Day	Number of Hours	Month/Day	Number of Hours	Month/Day	Number of Hours	Month/Day

Total number of hours _____ Fee per child per hour _____ Total child care fee for month _____

I certify that the above information is accurate.

_____
Signature of Person Providing Child Care

LAKE CITY COMMUNITY COLLEGE
SINGLE PARENT/DISPLACED HOMEMAKER PROJECT
ATTENDANCE REPORT

For the month of _____

Student _____ Check one: _____ Lake City Community College

Address _____ _____ Bradford-Union Vocational-Technical Center

_____ Course: _____

List number of hours and dates of attendance:

Monday		Tuesday		Wednesday		Thursday		Friday	
Hours	Month/Day	Hours	Month/Day	Hours	Month/Day	Hours	Month/Day	Hours	Month/Day

List dates and number of hours absent from class: _____

I certify that the above information is accurate.

_____ _____
Signature of Student Signature of Instructor

_____ _____
Date Date

LAKE CITY COMMUNITY COLLEGE

LAKE CITY, FLORIDA 32055
TELEPHONE 752-1822

PROJECT FORUM

VOLUNTEER STAFF PROFILE SHEET

NAME_____

ADDRESS (Home)_____

(Bus.)_____

Phone (Home)_____Business Phone_____

Age_____Martial Status_____

Children or other dependents_____Names of children:_____

_____

Education (Circle) 1 2 3 4 5 6 7 8 9 10 11 12 College 1 2 3 4 Other _____

If employed, name of firm_____

Past employments_____

What hobbies, interests, or special talents do you have?_____

_____

In what ways would you like to help? Deliver brochures?_____Make phone calls_____

Teach training classes?_____ Help staff downtown center?_____

Serve as a Guardian for family nurturing?_____Other?_____

What community organizations are you now or have in the past been affiliated with? Please state any offices you have held in the orgainization and describe any special work you may hve done on committees, etc._____

_____

_____

Would you be interested in learning to make presentations within the community about issues pertaining to Focusing On Rural Upward Mobility?_____

What hours during the day and what days of the week are you available to work?

_____

NEWSBRIEF

LAKE CITY COMMUNITY COLLEGE

VOL. NO.

OC'

NEWS FILLER

For free, giveaway newspapers like shoppers, TV guides, etc.

Are you a single parent, divorced, abandoned or with a disabled spouse and you need a new direction.

You may qualify for FORUM (Focusing on Rural Upward Mobility), a federally funded project to prepare displaced homemakers for employment and economic independence.

FORUM eases displaced homemakers and single parents into the work world through a three-step program that bolsters self-confidence, provides skills training that will lead to a good job and helps them get a job that pays a living wage.

You are eligible for FORUM if you are (1) A single parent or widowed, divorced, abandoned or forced to seek employment because of your spouse's disability; (2) have been unemployed 15 of the last 26 weeks; (3) have limited opportunities for employment or re-employment in a previously held occupation, and (4) are a resident of Union County.

For more information, contact Lake City Community College 752-1822 and ask for Mary Lee at extension 278.

# # #

L.C.C.C. IS AN EQUAL ACCESS-EQUAL OPPORTUNITY INSTITUTION
PUBLISHED BY OFFICE OF INFORMATION SERVICES 752-1822 EXT. 279

LAKE CITY COMMUNITY COLLEGE

LAKE CITY, FLORIDA 32055
TELEPHONE 752-1822

FORUM

MONTHLY REPORT

COMMUNITY OUTREACH DATA: Month of:_____

1. Number of people contacted by Forum mailings:_____
2. Number of speeches_____ Programs_____

   Approximate number of people spoken to? 25 or less_____ 25-50_____

   50-75_____75+_____
3. Groups contacted: Civic_____Business_____Professional_____

   Private-_____
4. Consultative services offered to:_____ _____

   _____
5. News releases prepared_____
6. Public service announcements prepared_____
7. TV appearances_____
8. Radio interviews_____
9. Newspaper articles on special features_____events_____
10. Community functions attended_____
11. Businesses contacted:_____

    _____
12. Resource persons contacted for training_____
13. Total hours spent in training:_____

SINGLE PARENT/DISPLACED HOMEMAKER
SEX EQUITY PROGRAM

STUDENT MONTHLY PROGRESS REPORT

Student's Name_____Month_____

Course_____Instructor_____

Attended Classes: Yes_____No_____
Met Course Requirements: Yes_____No_____

We need to make certain this student is progressing in accordance with the course requirements. Please help us with your comments.

Comments:

_____
_____
_____
_____

Instructor's Signature:_____

Note: When completed, please return to Mary Lee, NFA Bldg., Room #14.

SINGLE PARENT-HOMEMAKERS
PROJECT
STUDENT FOLLOW-UP REPORT

NAME: _____

ADDRESS: _____

VOCATIONAL SKILLS TRAINING PROGRAM at LAKE CITY COMMUNITY COLLEGE

ATTENDED:

Name of Program: _____

Date of Entry: _____

Completion Date: _____

Did you complete course? YES - NO

Do you wish to continue coursework? YES - NO

Hours completed thus far: _____

Graduation or certificate date expected: _____

EMPLOYMENT INFORMATION:

Answer each question:

1. Have you been seeking a job in your skills training area? _____
2. Did you receive help from Job Services in locating a job? _____
3. Where are you currently employed? (Give Address) _____
   _____
4. Name of Supervisor _____
5. Entry Wage _____ (Annual) _____
6. Do you feel the L.C.C.C. SINGLE PARENT-HOMEMAKERS PROJECT helped you gain skills for your chosen career? _____
7. Explain in your own works how the monies allocated for you through this project benefited you. (ON BACK)

I certify the information given is correct. I will submit this information by July 28, 1987, to Ginger Robertson-Lake City Community College Downtown Center, 116 N. Marion St., Lake City, Florida 32055.

(Signature) _____

SINGLE PARENT/HOMEMAKERS PROJECT

EMPLOYERS EVALUATION

STUDENT'S NAME _____ DATE _____

SUPERVISOR'S NAME _____ TITLE _____

NAME OF FIRM OR INSTITUTION _____

Mark an "X" by the word or words that best describe items 1, 2, 3, 4, 5 and 6.

1. Regularity of Attendance
   - a. On time ☐
   - b. Occasional absences ☐
   - c. Irregular ☐

2. Personal Appearance
   - a. Acceptable ☐
   - b. Needs improvement ☐

3. Progress
   - a. Accelerated ☐
   - b. Average ☐
   - c. Slow ☐
   - d. No progress ☐

4. Work Habits
   - a. Works independently ☐
   - b. Needs some assistance ☐
   - c. Needs much assistance ☐

5. Cooperation
   - a. Cooperative ☐
   - b. Fairly cooperative ☐
   - c. Indifferent ☐
   - d. Uncooperative ☐

6. Difficulties (if any, check below and explain briefly in comment section).
   - a. Learning subject matter ☐
   - b. Following instructions ☐
   - c. Handling tools or machines ☐
   - d. Speed ☐
   - e. Accuracy ☐
   - f. General Health ☐

COMMENTS: _____